

Waivers from the 180-Day Calendar

State Board of Education
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Schools for the 21st Century

- SB 5479 – May 1987
 - 6-Year Program Authorized to June 1994
 - 33 Projects Selected
 - Legislative Components
 - 10 Extra Days
 - Collaborative Planning, Design More Effective Schools
 - Supplemental Resources
 - Average of \$50,000 per year

Schools for the 21st Century

– Legislative Components

- Waivers Allowed
- Grant Duration

– The Change Process – Lessons Learned

- Barriers to Change
 - Lack of Time
 - Resistance to Change
 - Difficulty in Developing Group Consensus

Schools for the 21st Century

• Conclusions

- Time for staff collaboration is the single most important ingredient for significant school improvement.
- With proper incentives, locally based shared decision making is the most effective way to both develop and implement positive school change.
- For shared decision making and the collaborative time to be most productive, they must be clearly focused on the goals of the school, and those goals must also be developed collaboratively.

Schools for the 21st Century

- Conclusions
 - The state's most productive roles in school improvement are in providing appropriate incentives, frameworks, and support for such improvement, rather than in mandating the methods of implementation.
 - School transformation is not a “project” or an episodic series of projects, it is a complex whole.

Learning Improvement Days

- 1999-00 School Year Funding for 3 Learning Improvement Days
- Learning Improvement Days replaced an earlier program called Student Learning Improvement Grants (SLIGs)
 - Additional time and resources for site-based planning activities and staff development.
- 1995-97 –Student Learning Improvement Block Grants
- 2002-03 Learning Improvement Days Reduced to 2 Days

Learning Improvement Days

- **Program Description**

- Scheduled Work Days that Provide Time for Teachers and Other Certificated Instructional Staff and Administrators to Work Together to Plan and Implement Education Reforms Designed to Increase Student Achievement
- **Allowable Activities:**
 - Developing and Updating Student Learning Improvement Plans,
 - Implementing Curriculum Materials & Instructional Strategies,
 - Providing Professional Development,
 - Developing and Implementing Assessment Strategies and Training in Assessment Scoring; and
 - Conducting Other Activities Intended to Improve Student Learning for All Students, Including Students with Diverse Needs

Learning Improvement Days

- **Activities**

- Consistent with district and school plans for improving student learning.
- District and school plans delineate how LIDs are used to assist students in meeting the EALRs and help the district/school achieve state and local accountability goals.
- Plans available to the public

Learning Improvement Days

- Rules Adopted by OSPI
 - WAC 392-140-950 through
 - WAC 394-140-967

Rules determine eligibility for state funding and establish guidelines for the use of LIDs

Use of LIDs by SDs underscores the need for staff planning and collaboration beyond the 180-day school year.

180-Day Waivers

- Authority: RCW 28A.150.220(3), RCW 28A.305.140, and RCW 28A.655.180
- Chapter 180-18 WAC Restructuring
- November 1995 – 1st 180-day waiver
- Waivers granted up to three school years
- No set number of waiver days

180-Day Waivers

- Criteria for Waiver:
 - Identify Requirements – # of Days Requested;
 - Standards for Increased Student Learning Expected;
 - How the District Plans to Achieve Higher Standards;
 - Timelines for Implementation;

180-Day Waivers

- Criteria for Waiver:
 - How Higher Standards to be Determined;
 - Evidence that Local Board, Administrators, Teachers and Classified Staff are Committed to Working Cooperatively on Restructuring Plan
 - Evidence Opportunities Provided for Families, Parents, and Citizens to be Involved in the Development of the Plan

180-Day Waivers

- Criteria for Waiver:
 - Resolution Signed by Local School Board
 - School Districts Must Still be in Compliance with the BEA Instructional Hour Offering Requirement

180-Day Waivers

- Thoughtfully Consider Positive Impact on Student Learning
- TIME FOR:
 - Alignment of Curriculum
 - Collaborative Planning
 - Professional Development
 - Cross Grade Level Planning
 - Building, District and Regional Training
 - Research of Best Practices
 - Involvement with Families and Citizens

180-Day Waivers

- Total Waivers 2006-07 School Year
 - 77 School Districts
 - 26 Percent
- Total Waivers Since Nov. 1995
 - 104 School Districts
 - 35 Percent

180-Day Waivers Benefits Reported

- | | |
|------------------------------|-------------------------|
| – A United Focus | • Training on |
| – Quality Time for | Instructional |
| Staff to Follow | Assessment |
| Through on District | Strategies |
| Goals | |
| – Gains in WASL and | • Collegial Teaming |
| ITBS Scores | |
| – Strategic Planning | • Collaborative |
| & Action Planning | Activities |
| – Conference | • Better Prepared Staff |
| Opportunities for | |
| Staff | |

180-Day Waivers Benefits Reported

- Improved Attendance & Attitudes
- Decline in Discipline
- Less Fragmented Learning
- Less Disruption for Families
- Enhanced Parent/Teacher Partnership
- Parents Prefer Full Day Rather Than Half Day Instruction
- Cost Savings to SD

Basic Education Act

- “The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives.” RCW 28A.150.210

Basic Education Act District Goals

- Read with Comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;

Basic Education Act District Goals

- Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

Basic Education Act

- **1993 Legislative Findings:**
 - “The Legislature finds that student achievement in Washington must be improved to keep pace with societal changes, changes in the workplace, and an increasingly competitive international economy.
 - To increase student achievement, the legislature finds that the state of Washington needs to develop a public school system that focuses more on the educational performance of students, that includes high expectations for all students, and that **provides more flexibility for school boards and educators in how instruction is provided.**

Basic Education Act

- **1993 Legislative Findings:**
 - **Time and Resources for Educators to Collaboratively Develop and Implement Strategies for Improved Student Learning**

180-Day Waivers

No single strategy (including waivers) has been the silver bullet for education reform.

Multiple Strategies = A positive Impact on Student Learning